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DESIGNING AND REFLECTION OF THE TRAINING SESSION

Abstract: An educator who can teach (accomplished teachers) has the ability to design and reflect lessons. Psychological analysis of the training session in order to develop abilities for reflection and design, the search for teachers, methodologists and supervisors of answers to questions concerning these skills makes it possible to develop the teacher's ability to teach.

Key words: ability to teach, reflection, design, goal-setting.

Modern pedagogical psychology solves a lot of problems, one of which remains the task of psychologically literate modeling, conducting and comprehending educational activities of various types. Of particular importance is the question of a systematic, complex study of the psychological context of successful and unsuccessful studies. In solving this problem, there are many attempts, including very harmonious, work-based and methodological principles, substantiated in the works of A.N. Leontiev, L.S. Vygotskiy, V.A. Petrovsky, M.G. Yaroshevskiy, A. G. Maslow, V. V. Serikova, I. S. Yakimanskaya, N. I. Alekseeva, E. V. Bondarevskaya, M. Bowen, T. V. Lavrikova, A. V. Khutorskiy, and others. These include attempts at such an analysis carried out within the framework of the Kaluga School of Pedagogical Psychology, headed by A.E. Steinmetz.

The problems of psychological design and study of the training class are still relevant. Despite and even thanks to the systemic reforms of education and science, education and upbringing in Russia on the one hand becomes a process increasingly "continuous", open, free and chaotic. On the other hand, year by year more and more intensively and frankly reduces quantitative qualitative indicators: the famous phrase A.S. Pushkin "We all learned a little something and somehow" - became the motto of modern education, and, then, science. Against this backdrop, pedagogical work is increasingly depreciating, pupils and their parents are actively

inspired by the teacher's irrelevance, its substitution by computer aids, etc. However, the fruits of such a "substitution" suggest that there is no training and education in their former sense. There is an imitation of both. And also - psychological, moral, social problems of teachers, her work becomes more and more cheerless and unpromising. And yet, the Russian education has not only the past, but also the present and the future: serious schools and researchers have still survived, which, with all the activity of the shamrocks, is not so easy to "lustrate": the real teacher does not live by the thirst for power, profit and glory, but does its thing. However, he can do it with actual satisfaction, and not just "for ages", "for descendants" who will once appreciate his work. In this context, let's pay attention to one of the greatest teachers of Russia – V.A. Sukhomlinskiy. Against the backdrop of the statements of supporters and guides of the destructive "reforms" of Russia's education in the last quarter of a century, the merits of J. Dewey's concepts, modern practices and educational theorists ignore the strategic perspectives and solutions of educational problems existing in the vast body of outstanding domestic works, V. Sukhomlinskiy, as well as a variety of constructive classical and contemporary foreign works. However, these strategic aspects are obvious if you make a small effort on the one hand, and ignore the stamping of "momentary", piece "breakthroughs" in education on the other. Concerning happiness, the teacher's satisfaction with his work V.A. Sukhomlinskiy wrote: "If you want pedagogical work to give the teacher joy, so that the everyday conduct of lessons does not turn into a boring monotonous duty, lead each teacher to the happy path of research" [4].

Both the Western school (F. Marton, N. Envistl), and the domestic school of the studies of the formation and development of teaching and learning activities mark the role of understanding by subjects themselves, each other, material and world, the importance of reflection and the design of relationships and interactions, including didactic interaction (P.Ya. Galperin, G.G. Granik, etc.). The cultivation of reflection and other experience of reasoning a person, relationships, deeds, etc. allows the specialist to successfully design and implement plans for educational and training work with a variety of students and learners, increase their own level of teaching and professional competence in general [1; 2; 3]. One of the spheres by which this skill and competence develops is the sphere of psychological analysis of the lesson, lesson. In this sphere of scientific and applied research, practical work in secondary and higher schools, as in a

mirror all achievements of modern pedagogy and pedagogical psychology were reflect. Each question asked by the observer is the result of numerous dialogues of theorists and practitioners of education and upbringing about what they should be:

- 1/ how to make them successful (effective and productive),
- 2/ how to help the teacher and students find that harmonious and optimal style and develop those competencies, which are boring in order to be able to teach and be able to learn.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems [6].

Methodology of the study. Based on the model of the psychological analysis of the lesson developed by A.E. Steinmetz, to formulate the leading directions for understanding the training session, allowing to significantly optimize and harmonize the processes and results of modeling, conducting and understanding the training sessions are different types in the secondary higher school. Results. Psychological analysis of the lesson or other educational activity, according to A.E. Steinmetz, is a complex procedure that allows you to explore the psychological validity and appropriateness of the teacher's actions, as well as to implement a more harmonious and successful design of training sessions in the future. The subject of psychological research / reflection is the behavioral acts (acts and actions) of the teacher: the teacher, the teacher in the class, and the forms of activity of schoolchildren / students caused by them. A.E. Steinmetz distinguishes the following aspects of the analysis [5]:

1. psychological assessment of the objectives of the lesson,
2. psychology of cognitive activity of students,
3. motivation of students' learning activity,
4. style of professional communication,
5. professional reflection.

Despite all the importance of the cognitive, motivational and interactive aspects of actual interaction, professional reflection and goal setting of the specialist play the greatest role in the success of classes and

design. The goal-setting allows to assess the features of the teacher's / teacher's skills in the field of design and construction, reflection - to influence the development of this knowledge and skills. The use of the proposed A.E. Steinmetz scheme of psychological analysis of the training session allows future and working teachers to model a psychologically meaningful way of pedagogical interaction, in which not one was present, but the system of components of psychological preparation for pedagogical activity. Full-fledged psychological and pedagogical practice - involves the use of theoretical knowledge and skills, including the operationalization of scientific concepts that have the leading for professional mastery. The method of organizing the conditions for the development of these skills and knowledge is "semi-heuristic" (based on an incomplete indicative basis of actions) prescription, including the taxonomy of "projected" by the student (teacher) as a future specialist aspects. This description allows you to "enter" the tasks assigned to the student, to master them and make a decision based on the correlation of scientific and practical supports. From the thematic and methodical research and reflection of the occupation, the student / teacher goes on to the analysis of the aspect (the disclosure of the topic is considered in the context of its correspondence to one of the functional components of pedagogical activity) and further to the integral, including psychological and pedagogical analysis of the lesson. He proceeds from an analysis of the activities and actions of individual participants to a holistic picture of interaction, uniting their specific, positive and negative, greater or lesser contributions to the design, implementation and reflection of employment, and its various aspects: value-motivational, cognitive, communicative. In the study of goal-setting a very important point is a conversation with a teacher or an intern student before attending a class.

Questions for discussion can be as follows:

1. What are the objectives of the lesson? What are they from the point of view of the embeddedness in the logic of studying other topics? What is it from the point of view of the embeddedness in the logic of the relationship with this training group? What is it from the point of view of the embeddedness in the professional development of the teacher himself? What does he want to learn and what is his ability to teach, interest in the subject, learning, to learners?

2. What is the structure of the lesson? Can it be said that it is logically consistent with its goals? How is the composition of knowledge and

mental actions determined on which students work? How is it supposed to take into account the current level of preparedness of students? How - to work with evaluation tools, etc.?

3. How is it supposed to develop and build on the existing motivation of students? How does the teacher assess the ability of students to learn? How are, in his opinion, connected with his ability to teach and the ability to learn from the group?

4. Are there any plans in the composition of the lesson's objectives related to the construction (development) of relations with students, to pedagogical communication?

5. Does the teacher use the experience of past studies and training in building a lesson plan, goal setting? Or he does not obstruct himself with reflection and does not seek to satisfy the wishes of the administration, students and their families, his own conclusions? In the study of professional reflection, it is very important to understand the teacher's opinion about the occupation, his own work and the contribution to the success or failure of the occupation.

His analysis and introspection give important information about his creative and other possibilities and limitations, personal and professional self-esteem and maturity, his character and values, etc. Of particular importance are the following points:

1. How much detailed, detailed and justified, and also "easy" and habitual will this introspection be? Does the teacher consider that the objectives of the lesson were achieved that it passed in accordance with his plans? If so, then with what does he connect it: with the activity of students, with their own skill, circumstances or even with some other factors?

2. If the occupation was not successful in something, then what does the teacher explain, is he open in analyzing his own miscalculations and miscalculations of others? How does he perceive the resistance and manipulation of students? How much is it constructive in their transformation?

3. Does he outline constructive ways of overcoming his own and other people's shortcomings and limitations? How psychologically sound are they? Does he plan to develop the motivation of students, as well as ways to improve their ability to learn, knowledge and skills in a particular area and the direction of the future movement? Are these paths meaningful or formal? What does the teacher think about developing relationships and

improving communication with learners? How much are his sentences individualized and concrete?

4. Does he feel satisfaction from himself, the occupation, the students? What brings him the most satisfaction? What would he want to change? What ways of increasing the satisfaction of himself and his students can he outline and which he considers optimal?

5. What conclusions does he make for himself "for the future", plans to use in the design process the following classes and development of students in general?

Accomplished teachers understand how students develop and learn. Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, circumstances and relationships in different spheres. Answers to these questions help formulate a holistic understanding of what is happening to increase the ability to learn and satisfaction with their activities due to the development of the ability to learn from students [6, p.7-8]. They are adept at setting norms for social interaction among students and between students and teachers. Accomplished teachers understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. The initial and final stage of analysis - reflection and goal-setting, goal-setting and reflection - will make the process of development of these skills from the teacher and students / learners maximally rich and successful.

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ПРОЕКТИРОВАНИЕ И РЕФЛЕКСИЯ УЧЕБНОГО ЗАНЯТИЯ

Аннотация. Педагог, умеющий учить (accomplished teachers) обладает способностью проектировать и рефлексировать учебные занятия. Психологический анализ учебного занятия с целью развития этих умений, поиск педагогами, методистами и супервизорами ответов на вопросы, касающиеся этих умений.

Ключевые слова: умение учить, рефлексия, проектирование, целеполагание.

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